

FORESTBROOK MIDDLE

4430 Gator Lane
Myrtle Beach, SC 29588

GRADES 6-8 Middle School

ENROLLMENT 919 Students

PRINCIPAL James Bradley 843-236-7300

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	23	22	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

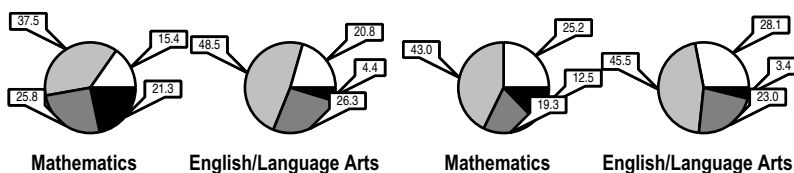
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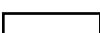
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	245	94
Percent satisfied with learning environment	92.5%	73.0%	77.2%
Percent satisfied with social and physical environment	92.5%	78.2%	64.4%
Percent satisfied with home-school relations	92.2%	86.1%	80.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	929	99.5	20.8	48.5	26.3	4.4	30.7	17.6
Gender								
Male	520	99.2	24.8	50.3	21.3	3.5	24.8	17.6
Female	409	99.8	15.8	46.1	32.5	5.6	38.1	17.6
Racial/Ethnic Group								
White	748	99.5	17.1	49.4	28.7	4.8	33.5	17.6
African-American	108	100.0	39.1	43.7	16.1	1.1	17.2	17.6
Asian/Pacific Islander	22	100.0	9.5	52.4	23.8	14.3	38.1	17.6
Hispanic	45	97.8	51.6	41.9	6.5	N/A	6.5	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	762	100.0	17.7	46.6	30.5	5.2	35.8	17.6
Disabled	167	97.0	35.7	57.3	6.3	0.7	7.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	929	99.5	20.8	48.5	26.3	4.4	30.7	17.6
English Proficiency								
Limited English proficient	17	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	912	99.5	20.3	48.6	26.6	4.5	31.1	17.6
Socio-Economic Status								
Subsidized meals	415	99.0	31.8	48.3	16.8	3.1	19.9	17.6
Full-pay meals	514	99.8	13.7	48.6	32.4	5.3	37.8	17.6

Mathematics								
All students	929	99.8	15.4	37.5	25.8	21.3	47.1	15.5
Gender								
Male	520	99.8	15.0	35.8	26.0	23.2	49.2	15.5
Female	409	99.8	15.8	39.7	25.6	18.9	44.4	15.5
Racial/Ethnic Group								
White	748	99.9	11.4	37.6	27.2	23.8	51.0	15.5
African-American	108	100.0	40.2	42.5	12.6	4.6	17.2	15.5
Asian/Pacific Islander	22	100.0	N/A	23.8	38.1	38.1	76.2	15.5
Hispanic	45	97.8	38.7	32.3	22.6	6.5	29.0	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	762	99.9	12.0	33.7	29.3	25.0	54.3	15.5
Disabled	167	99.4	31.0	55.2	9.7	4.1	13.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	929	99.8	15.4	37.5	25.8	21.3	47.1	15.5
English Proficiency								
Limited English proficient	17	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	912	99.8	14.5	37.8	26.3	21.5	47.8	15.5
Socio-Economic Status								
Subsidized meals	415	99.8	22.4	45.3	20.8	11.5	32.3	15.5
Full-pay meals	514	99.8	10.8	32.4	29.1	27.7	56.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	N/A	10.5	33.6	46.8	9.1	55.9
	Grade 7	231	N/A	16.6	49.8	26.2	7.4	33.6
	Grade 8	228	N/A	17.4	51.3	28.6	2.7	31.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	342	99.4	17.7	46.3	30.3	5.8	36.1
	Grade 7	297	99.7	23.0	53.3	21.1	2.7	23.8
	Grade 8	290	99.3	22.3	46.1	27.0	4.7	31.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	N/A	10.9	40.5	25.0	23.6	48.6
	Grade 7	231	N/A	27.5	34.1	18.3	20.1	38.4
	Grade 8	228	N/A	21.4	46.9	22.3	9.4	31.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	342	100.0	7.1	31.2	31.9	29.8	61.7
	Grade 7	297	99.3	24.9	36.4	20.3	18.4	38.7
	Grade 8	290	100.0	15.2	45.9	24.5	14.4	38.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 919)				
Students enrolled in high school credit courses (grades 7 & 8)	44.6%	Up from 33.2%	19.6%	14.4%
Retention rate	1.8%	Up from 1.7%	2.1%	2.3%
Attendance rate	94.9%	Up from 94.8%	95.5%	95.2%
Eligible for gifted and talented	21.1%	Up from 18.3%	19.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	17.9%	Up from 17.5%	14.4%	14.1%
Older than usual for grade	2.1%	Down from 2.7%	3.8%	4.9%
Suspended or expelled	10.0%	Up from 0.8%	1.0%	1.3%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	47.3%	Down from 52.2%	47.3%	47.1%
Continuing contract teachers	89.1%	Down from 95.7%	87.8%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.6%	Down from 93.1%	86.8%	84.3%
Teacher attendance rate	94.9%	No change	95.4%	95.0%
Average teacher salary	\$41,202	Down 6.3%	\$40,638	\$39,924
Prof. development days/teacher	11.1 days	Down from 13.0 days	10.0 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio	20.0 to 1	Down from 25.8 to 1	21.1 to 1	21.0 to 1
Prime instructional time	89.0%	Up from 88.9%	89.5%	88.9%
Dollars spent per pupil*	\$5,880	Up 4.9%	\$5,791	\$5,854
Percent spent on teacher salaries*	62.9%	Up from 61.9%	62.3%	62.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.3%	Up from 96.3%	95.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forestbrook Middle School has shown considerable improvement in academics across grade levels and in the arts. Because of boundary changes, Forestbrook gained approximately 200 new students. The transition went smoothly. There has been a noticeable increase in the number of students scoring proficient and advanced in language arts and math. The growth has come because our faculty and staff have been focusing on areas identified as weak by the disaggregation of PACT data, using diagnostic assessments on student achievement, differentiating instruction, re-teaching, and monitoring student progress. Student achievement data was used to design professional staff development for teachers. We continue to use school-wide focus lessons to improve targeted standards. A full-time curriculum coach, use of parent volunteers and business partners helped to enhance our program.

Two FMS teachers received National Board certification, and two more teachers will reapply. One of our teachers was in the top five in the district for Teacher of the Year. One student was selected to attend the summer dance program at the South Carolina Governor's School for the Arts & Humanities.

We also placed in numerous contests as follows:

- Healthy Tomorrow Essay, third in the District;
- Soil & Water Essay, second in the District;
- State Library Essay, second in the State;
- S. C. Middle School Art Contest, first in the State;
- Scripps-Howard Spelling Bee, Regional First Place;
- The Mathematical Olympiads competition, the team had Honor Roll Placement of High Team Achievement out of the 3,467 teams (82,073 students) in the United States that competed.

In the area of Performing Arts, 40 students made All-County Band, 40 students made All-District, many students qualified for First Chair and two students made All-State Band. The band received an "Exemplary" rating in The South Carolina Band Directors Association competition and an "Excellent" rating in the Solo Ensemble competition.

Our teachers, PTO, School Improvement Council and administration have worked diligently to provide students with what is needed to be successful in school and in life. We have taught the academic standards and how to apply them in the real world. Forestbrook Middle School is a place where students learn, grow, and succeed.

James Bradley, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.